



2018 ISCA Annual Conference - Workshop Descriptions

March 1-3, 2018

Presenter(s)	Presentation	Start	Finish	Room	Session Title	Session Description
	3/1/2018	2:30 PM	4:00 PM	3rd Floor Foyer	Registration	Please stop by our registration desk to get more conference information and to pick up your conference goodie bag. Connect with counselors from around the world and enjoy a few snacks as you settle in before the conference start at 4pm.
	3/1/2018	4:00 PM	5:30 PM	Benchasiri A (3rd floor)	Opening Session	Welcome to Participants. Celebrate Our Diversity of Countries. Overview of Conference Program. Introduction of Our Keynote Speaker, Dr. Ruth Van Reken.
	3/1/2018	5:30 PM	7:00 PM	Azur Pool Bar (7th floor)	Cocktail Reception	What better way to kick back and relax at the start of the conference -- Join us at the beautiful Azur Pool (7th floor) for a glass of wine, beer and soft drinks at the Welcome Reception. Just enough time to meet more counseling colleagues and finalize your plans for a night on the town in Bangkok.
	3/2/2018	7:00 AM	7:30 AM	Ballroom B (3rd floor)	Meditation Session	Join Kevin and Amy from Mindwell for a morning of meditation.
	3/2/2018	8:00 AM	8:30 AM	3rd Floor Foyer	Registration	Our Registration Desk will be open this morning for participants who still need to pick up their registration materials.
Ruth Van Reken	3/2/2018	8:30 AM	10:00 AM	Benchasiri A (3rd floor)	Keynote: Counseling in the Context of 'Hidden Diversity' Why Recognizing both Likeness and Uniqueness Matters; Announcements/Exhibitors Presentations	We live and work in a world that often defines 'diversity' first by noting the differences in the more visible aspects of culture such as race, ethnicity, nationality, gender and even language. What happens, then, when a person's experiences have shaped his or her life and worldview in a way that is not readily apparent on the outside? How do we recognize and work with this 'hidden diversity' in ways that allow others (and ourselves) to more fully live out our potential? These are some themes we will look at through the lens of one adult TCK's story and the lessons learned from her journey and from listening to the stories of countless others who have also grown up among many cultural worlds.
	3/2/2018	10:00 AM	10:20 AM		Break	This morning, enjoy coffee, tea and snacks along with great networking opportunities with old and new colleagues.
Jenn Aquino	3/2/2018	10:30 AM	12:00 PM	Benchasiri 1 (4th floor)	The University Application Process as a Change-Agent: Helping Students/Families Grow Genuinely Through the Process	The university application process: one of the most powerful opportunities for our students' growth. The process is a critical opportunity in a student's (and family's) life to develop: self-discovery, embracing uniqueness, listening to and developing a stronger sense of self, dealing with rejection, taking ownership, and embracing the unique self.
Leeran Gold	3/2/2018	10:30 AM	12:00 PM	The Sethi Studio (3rd floor)	Addiction in Youth	At the end of the workshop participants will be able to: a) Understand substance and behavioural addictions, symptoms, and trends among youth in SEA b) Know how to identify and classify prevalent substance abuse disorders c) Have a basic overview of working with youth and families with substance and/or behavioural addictions in a school setting The workshop will also cover ethical and legal issues when working with addicted youth, recommendations for creating a referral network, and counsellor self-care. The workshop will include presentation-style material, as well as interactive role plays and scenarios. Discussion is greatly encouraged.
Ruth Van Reken	3/2/2018	10:30 AM	12:00 PM	Benchasiri A (3rd floor)	The Importance of Story When Working with Cross-Cultural Kids	No one comes to a new school as a blank slate, but until we know a student's story, we have no understanding of what is on that slate. The amazing histories of our students are often lost to us during transition. Yet, hidden in these stories are often clues from the past that can help school counselors understand what may be puzzling behavior in the present. In addition, having someone hear, validate, and show interest in the student's story creates an emotionally safe place for that student where learning and social connections can take place. If, then, story is so important on many levels, how can we hear it? What are techniques and strategies for helping students find ways to understand and communicate their stories in meaningful ways to us as counselors and educators? To each other? Once we have heard the details, how do we understand their story? How do we follow up? Who else can we enlist in the school to be part of a great support system for these students? Together we will discuss these questions, suggest concrete strategies and methods to use, share best practices, and help counselors make an action plan for their schools.
Scott Poland	3/2/2018	10:30 AM	12:00 PM	Ballroom B (3rd floor)	Suicide Prevention in Schools: What Counselors Need to Know	The incidence of youth suicide requires that schools around the world increase suicide prevention efforts and that they be prepared to respond if a suicide occurs in order to reduce suicide contagion. This presentation will help school counselors increase their understanding of the incidence and most common factors in youth suicide. Participants will learn comprehensive strategies to prevent youth suicide and lessons from the aftermath of numerous suicides.
Rhonda Williams	3/2/2018	10:30 AM	12:00 PM	Benchasiri 2 (4th floor)	Unite a School Through the Use of Noncognitive Factors	What are noncognitive factors and how do they impact students? This interactive presentation will give evidence on the value and impact of these factors on students, school climate and community. Noncognitive factors are now being realized and reclaimed as indispensable skills that all students should achieve before they enter the workforce. Certainly, school counselors are best suited to teach these necessary skills. During this presentation, examples for implementation of these skills will be explained and evidenced based programs and program strategies will be shared.
	3/2/2018	12:00 PM	1:00 PM	The District Restaurant and Benchasiri 3	Lunch by Regions of the World	All participants are invited to enjoy a buffet lunch. A variety of food options are available. Relax, enjoy the food and the company of your counseling colleges from around the world. Today we will sit by regions. Look at the board for the breakdown of regions.

Brian Chesher	3/2/2018	1:00 PM	1:55 PM	The Sethi Studio (3rd floor)	Get Out of Your Head	<p>As I was pondering what I would like to share with others during the conference, I thought how mindfulness is a big focus for me and my work with my students. Even though the Mindwell keynote speakers will be passing on expert advice I couldn't leave mindfulness out of my workshop. As I looked across my office I spied my Values Flash Cards. Recently I have been working on revising how I use them and I'm planning to use them in a larger setting, an advisory class, instead of during individual counselling settings.</p> <p>I use the value flash cards in combination with positive psychology activities and subtle mindful activities; I use them regularly to help students to get to know what is going on in their hearts and minds. The idea is to help students to be their best selves. I would like to share a condensed lesson titled, "Get Out of Your Head" with other counselors as I feel it is an informative and interactive way to help them help their students to learn about their thoughts, feelings and sensations that are bombarding them daily. The lesson consists of a "hands on" fusion exercise, an Unhelpful Thinking Styles awareness and reflection activity, a short meditation and a focus on using Values Flash Cards for self understanding and development.</p> <p>These activities help students to learn what is going on in their minds, give them time to reflect on how they deal with those thoughts, feelings</p>
Kevin Hawkins and Amy Burke	3/2/2018	1:00 PM	1:55 PM	Benchasiri A (3rd floor)	Working with Distraction	<p>It's no secret that many of us these days struggle with distraction and compulsion related to our phone, computer and social media use. How can we support our students (and ourselves!) in best dealing with these critical issues of attention and self-regulation? In this Wellness Session, we will explore practical ways to learn to 'pull back', unplug and reconnect with ourselves and each other.</p>
Scott Poland	3/2/2018	1:00 PM	1:55 PM	Ballroom B (3rd floor)	Building Resilience and Wellness After School Tragedy: Tips for Caregivers	<p>The incidence of accidental, homicidal and suicidal deaths of students requires that schools be prepared to respond to these tragic events and manage emotionality and promote recovery. Many if not every school has been faced with the death of a student or a staff member. This presentation will help school counselors develop and enhance their ability to respond to critical incidents and provide students and staff with the assistance and support needed. In addition strategies will be shared to help build student resiliency and key concepts for caring the caregiver will be shared.</p>
Denise Granai	3/2/2018	1:00 PM	1:55 PM	Benchasiri 1 (4th floor)	Expressive Arts Therapy with Groups	<p>Experience an expressive arts therapy session including movement, visual arts, drama, and/or music therapy approaches. Learn ways to approach therapeutic sessions with more creativity and relying less verbal. This session will be focused on groups (upper elementary to high school) but interventions can be adjusted for individual sessions and developmental levels.</p>
Cheryl Brown	3/2/2018	1:00 PM	1:55 PM	Benchasiri 2 (4th floor)	Color Your World	<p>In this session you will get practical ideas of bringing coloring into your counseling practice with students. Also we will discuss how coloring is a great stress-reliever for students, staff and a great self-care tool. This is a great opportunity to relax and melt into your world through coloring. Materials will be provided. Participants are encouraged to bring their own materials (i.e. colored pencils, crayons, markers). The majority of this session will be to take time to pause and be a part of our ISCA coloring circle.</p>
	3/2/2018	2:05 PM	3:00 PM	Various	Job-A-Likes	<p>This afternoon, participants will have the opportunity to meet counselors in "like" school divisions; this is an opportunity to discuss similar issues and concerns based on school divisions. Our ISCA Taskforce members will facilitate these discussions.</p>
	3/2/2018	3:00 PM	3:20 PM		Break	<p>Perk up your afternoon with coffee, tea and snacks along with great conversations with colleagues.</p>
Kevin Hawkins and Amy Burke	3/2/2018	3:30 PM	5:00 PM	Benchasiri 1 (4th floor)	Mindfulness-Based Wellbeing: Supporting Mental, Social and Emotional Health in Your School	<p>How well are we? What does wellness really mean in the context of our schools? How can we help our schools shift the focus to make SEL, and the affective skills in general, more central to our curricula?</p> <p>When we ask parents and teachers what they really want for their children, the responses are usually more about happiness, wellbeing, and resilience than they are about success and academics. This experiential workshop will use the most relevant research and practice in mindful awareness and social-emotional learning to explore how training in attention and emotional regulation can enhance teaching and learning. If we want to help our children develop the skills and capacities they will need for a fruitful, balanced life, it is important that the adults in their lives know how to model these skills effectively. In this regard, the role of the counselor is key in working with teachers to develop the self-care that will enable them to manage their own stress and thus be more mentally and emotionally available to help their students flourish.</p>
Ruth Van Reken	3/2/2018	3:30 PM	5:00 PM	Benchasiri A (3rd floor)	"What about Me?" Caring for Yourself While Caring for Others	<p>In his book, Safe Passages, psychologist Doug Ota claims that strong school transition programs are like a stool supported by the three legs of parents, students, and staff. If any leg is out of balance, the whole stool will wobble. Often, however, international school counselors are so busy helping parents and students deal with transitions, they can easily forget to notice how these same physical—or other more subtle life transitions—are affecting them. Sometimes, in that busyness, what counselors 'know' to help others doesn't seem to translate as effectively into their own experience and their leg of the stool can start to wobble. In this interactive session, we will look at the bigger picture of caring for ourselves while we care for others. How can 'listening to life' help us recognize some of these more hidden gains and losses of global and personal transition in our stories and how they can affect us? What can we do to grow from these discoveries? And how, in the end, does what we learn from our own stories help us be better professionally as well? Join us for a fascinating discussion.</p>
Scott Poland	3/2/2018	3:30 PM	5:00 PM	Ballroom B (3rd floor)	Cyberbullying and Bullying Prevention: It Takes a Village	<p>There are estimates that teenagers spend six hours or more per day on their technology devices. Unfortunately, technology provides the perfect forum for relational bullying and the anonymity of technology results in messaging that is more nasty and humiliating than if said in person. Schools have been uncertain how to respond to cyberbullying and many have thought since it occurred away from school that it was not their problem. However, it almost always impacts learning. School personnel have described responding to cyberbullying as a very time-consuming slippery slope. This presentation will provide an overview of cyberbullying and discuss how it is intertwined with regular bullying and prevention and provide intervention steps for school counselors.</p>

	3/2/2018	5:30 PM	7:00 PM	Sethi Studio	"Screenagers", The Movie, Screening	<p>Synopsis of Screenagers from Screenagers.com : Are you watching kids scroll through life, with their rapid-fire thumbs and a six-second attention span? Physician and filmmaker Delaney Ruston saw that with her own kids and learned that the average kid spends 6.5 hours a day looking at screens. She wondered about the impact of all this time and about the friction occurring in homes and schools around negotiating screen time—friction she knew all too well.</p> <p>In SCREENAGERS, as with her award-winning documentaries on mental health, Delaney takes a deeply personal approach as she probes into the vulnerable corners of family life, including her own, to explore struggles over social media, video games, academics and internet addiction. Through poignant, and unexpectedly funny stories, along with surprising insights from authors, psychologists, and brain scientists, SCREENAGERS reveals how tech time impacts kids' development and offers solutions on how adults can empower kids to best navigate the digital world and find balance.</p>
	3/3/2018	7:00 AM	7:30 AM	Ballroom B (3rd floor)	Meditation Session	Join Kevin and Amy from Mindwell for a morning of meditation.
	3/3/2018	7:30 AM	9:00 AM	Sethi Studio	"Screenagers", The Movie, Screening	<p>Synopsis of Screenagers from Screenagers.com : Are you watching kids scroll through life, with their rapid-fire thumbs and a six-second attention span? Physician and filmmaker Delaney Ruston saw that with her own kids and learned that the average kid spends 6.5 hours a day looking at screens. She wondered about the impact of all this time and about the friction occurring in homes and schools around negotiating screen time—friction she knew all too well.</p> <p>In SCREENAGERS, as with her award-winning documentaries on mental health, Delaney takes a deeply personal approach as she probes into the vulnerable corners of family life, including her own, to explore struggles over social media, video games, academics and internet addiction. Through poignant, and unexpectedly funny stories, along with surprising insights from authors, psychologists, and brain scientists, SCREENAGERS reveals how tech time impacts kids' development and offers solutions on how adults can empower kids to best navigate the digital world and find balance."</p>
Stuart Roe	3/3/2018	9:00 AM	10:00 AM	The Sethi Studio (3rd floor)	Beyond Academics: Meeting the Social and Emotional Needs of ELL and LGBT Youth	Meeting the unique social and emotional needs of students in an international school setting is a challenge as each child has their own unique circumstances. Research and experience suggests that those students who identify as LGBT may need additional, affirming support, to navigate their middle and upper school years successfully. This supportive role for international school counselors is supported via both the Global Perspectives and Personal/Social Domains of the ISACA International Model. This presentation will provide counselors with a number of techniques that can be implemented immediately and provide opportunities to discuss the complications associated with supporting LGBT youth around the world. The presentation is based on an extensive research by the presenter and will discuss themes such as Fear of Judgment, Recognition of Social Support, and LGBT Specific Forms of Social Support. In addition, participants will learn how to help other school based personnel to support LGBT and other marginalized youth.
Lynn Kogelmann and Michelle Grapo	3/3/2018	9:00 AM	10:00 AM	Benchasiri 2 (4th floor)	Supporting Children of Adoption in the International School Setting	<p>We are stopped for lunch in a Tanzanian town while on safari with my daughter adopted from China..."Ni Hao" says the waiter as he speaks to my twelve year old who firmly identifies as American. Worried about seeming rude, she simply smiles and says "Mambo", but expresses her feelings of anger to me later in the privacy of our hotel room.</p> <p>Third Culture Kids face an array of challenges in negotiating their understanding of personal identity. Cultural norms, language barriers, feelings of disconnection from passport countries, looking different compared to those born in the host country, and the ongoing question of "Where do I belong?" are just a few of the areas TCKs have to navigate. Then, add the extra layer of an international adoption into that mix. Children of international adoption face all the "normal" challenges of TCKs, but also have extra layers of: often looking different from the rest of their family, coming from a culture that is different from their parents' culture(s), and cognitive and behavioral issues from living in institutionalized care for their early months or years. All of these factors have been present in international adoptions for as long as there have been international adoptions. But these factors add additional layers for internationally adopted children in understanding their identity while living as an expat.</p> <p>This workshop will focus on several areas: How institutionalized care in early months or years of life can impact the brain development of an adopted child What extra layers of self-identity struggles are experienced by adopted children and their families How these two areas (brain development and self-identity struggles) might manifest academically, emotionally, and behaviorally in the children we serve as school counselors in an international school setting What strategies, tools, and supports are beneficial for internationally adopted children and their families as they navigate the formation of their identity</p> <p>Information will be provided from the latest brain research as well as the presenter's personal research with international adoptive families.</p>

Annalice Hayes and Sara MacDonald and Makiko Maeyama	3/3/2018	9:00 AM	10:00 AM	Ballroom B (3rd floor)	International Teaching: How to Help New Faculty Arrive and Thrive	<p>Based on our reading of Douglas Ota's novel, <i>Safe Passage</i>, our goal is to analyze and discuss how to create and foster the type of positive organizational culture which international teachers can thrive in a global school setting. Through teacher check in sessions, school wide surveys, one-on-one conversations and teacher feedback forms from within this organization, data indicates that educators who have moved to teach abroad face many obstacles and can struggle to manage their teaching loads while undergoing the mental and emotional stress associated with adjusting to a new home and new culture. This presentation will focus on organizational culture, defined as the normative values, behaviors and assumptions that are shared by the school community and that shape the leaders and members within it, and will be guided by what it means to be an arriver, a stayer and a leaver in a school. It will draw from data and organizational research about congeniality and collegiality and on what individual new international teachers need in order to feel support, comfort and belonging when living and working away from home.</p> <p>If we are given the opportunity to present at the 2018 ISCA Conference we would like to collaborate with other counselors to share what is working for us in our school setting and how it can be used and adapted to fit a variety of school settings. As K-12 school Counselors with a passion for learning about how to do transitions well, we have worked together over the past year to plan, develop and implement a system of support for our Arrivers, Stayers and Leavers. During this collaborative session, it is our plan to focus on transitions at the faculty level but will discuss what we do at the K-12 level for all students and families, as well. We will encourage others to share their best practices and ideas so that everyone who attends this session will leave with a new idea of how to support their school and community.</p>
Ruth Van Reken	3/3/2018	9:00 AM	10:00 AM	Benchasiri A (3rd floor)	What's New Under the Sun?	<p>In the nearly sixty years since Dr. Ruth Useem first coined the term third culture kids (TCK), and the almost forty years since David Pollock began creating his classic TCK Profile, much has changed in our world. How do these changes affect how we look at past vs present experiences of TCKs and others who grow up cross-culturally? Together we will look at universal themes these children share across the generations and raise new questions for international school educators and counselors, such as: How does the growing cultural complexity of not only traditional TCKs but many other groups of cross-cultural kids (CCKs) affect learning, identity development, socialization, and world-view? What impact does the intersection of place, community, and family have in developing a personal and corporate sense of identity? Does the internet hurt or harm the re-entry experience? Does it mitigate or exacerbate the losses of transition? Are there new approaches for helping with reentry? Where do issues of class and privilege interface with a global childhood and how it is experienced? How can organizations as well as parents offer support? Bring your expertise and additional questions to add to the discussion of this always developing topic.</p>
Ellen Mahoney	3/3/2018	9:00 AM	10:00 AM	Benchasiri 1 (4th floor)	Sea Change Mentoring: Relationship-Based Learning and Well-Being	<p>Relationships are the active ingredient in making any social-emotional learning or well-being program work. Yet the impact of mobility on staff, students, and families in our international school communities put healthy relationship development at risk. Sea Change Mentoring helps schools embrace relationship-based learning and well-being programs while protecting them from the consequences of mobility. Whether you are revamping an advisory program, designing a transitions support curriculum, or exploring the potential of peer-mentoring, we will explore practical and standards-based approaches to making sure these are effective and sustainable no matter how mobile our communities may be. Join us as we learn about how to foster developmental relationships in our programs, discover various relationship-based learning and well-being models, identify resources to support this work, and craft a plan to move forward.</p>
	3/3/2018	10:00 AM	10:20 AM		Break	Perk up your afternoon with coffee, tea and snacks along with great conversations with colleagues.
Angie Machacek, Annelise McDougall and Kendel Leet	3/3/2018	10:30 AM	12:00 PM	Ballroom B (3rd floor)	Designing and Implementing Advisory Programs: A Tale of Two Cities	<p>You will have the unique opportunity to explore two different Advisory models used by the American International School of Johannesburg (AISJ) and Jakarta Intercultural School (JIS). This session will provide tools for assessing your current Advisory Program; strategies for getting buy-in from your MS faculty/administration and ways to move forward with implementing a comprehensive advisory program that meets the needs of your school.</p> <p>AISJ uses concepts found in the Developmental Design/Origins Program. We will take you through the very specific components of the CPR model (Circle of Power and Respect), which is the cornerstone of the Developmental Designs Advisory Program. We will examine the theory behind the CPR model, and the actual application of this model. The workshop will be run like a CPR advisory session in order for participants to have a real sense of how it feels to be a part of this type of model, and what it might look like in a classroom setting.</p> <p>JIS has recently changed their advisory program to a student and teacher choice based model called "Flex". We will share with you our journey moving away from a traditional model which all students in a grade level are provided activities on the same day, with the same content to a more inclusive and "flexible" program. Every school has their own unique needs, so it's important to keep in mind: What is your overall goal? Keep this the focus and direction of the program!</p>
Chrystal Kelly	3/3/2018	10:30 AM	12:00 PM	Benchasiri 1 (4th floor)	Collaborating in Wellness, Student Protection, and Crisis Teams to Address Challenging Student and Family Concerns	<p>A culture of school health and safety is imperative to foster a positive school climate. The term "wellness" is being used more and more in education each year as people of all ages continue to deal with physical, mental, and emotional health issues. With many of these concerns affecting more and more of our international students it is important to be a counselor leader in your schools in order to collaborate with others and have "tools" to help your students. This session will provide an opportunity to share resources and learn more about how school counselors at one international school are taking the lead to help develop wellness, student protection, and crisis teams to address challenging student and family concerns. Some of the topics discussed will be: grief response and programming; safety planning for students related to violence, harassment, self-harm and suicide; student personal safety and wellness curriculum; parent training and involvement; and staff training and development. Much of the information shared is based in high school but could apply at all levels. The goal is that you leave with some helpful resources to readily be able to lead and implement programs in your school in order to keep yourself and your school community safe and well.</p>

David Ogden	3/3/2018	10:30 AM	12:00 PM	The Sethi Studio (3rd floor)	Self-Injury in International Schools	<p>The issue of self-injury among students is a common one in most schools. However it is an issue that can be a difficult and unnerving one for teachers and parents. As such, school counsellors are expected to deal with this issue in a professional and informed way. It can be quite a complex issue, often with associated issues of depression, stress, isolation and other mental health concerns. This workshop will examine the key issues associated with youth self-injury in some depth and equip participants with increased knowledge, confidence and skills when supporting students around this issue.</p> <p>The first part of the workshop will examine the following:</p> <ul style="list-style-type: none"> - Current research around the prevalence and types of self-injury among young people - How young people view this issue and what they identify as being the main causes of their self-injury - What influencing factors may contribute to or protect young people from choosing to self-injure - What relationship exists between self-injury and suicide <p>The second part of the workshop will focus on intervention and prevention. A suggested model will be presented which includes detailed tips on how counsellors can work with students. This will include the following steps:</p> <ul style="list-style-type: none"> - How to respond most appropriately to an initial disclosure of self-injury - How to assess the various risks to the student - Developing an understanding of the meaning and function the self-injury serves for that student - Options for intervention during counselling - Additional considerations (confidentiality, parents, the internet) <p>Given that this workshop is aimed at school counsellors, a reasonable focus of time will be spent on counselling intervention. There will be discussion of the sometimes complex issue of confidentiality around the issue of self-injury. How to work with parents around this issue will also be considered.</p>
Amy Burke	3/3/2018	10:30 AM	12:00 PM	Benchasiri 2 (4th floor)	Contemplative Career Counseling: Using Design Thinking with Mindful Awareness to Help Students Direct Their Lives in the Way That They Want.	<p>Where am I going? What courses should I take? What do I want to be when I grow up? We know that these are some of the self-knowledge questions that teenagers frequently ponder. But how can they begin to answer these questions - questions that require internal understanding - if we don't teach them how to engage with this inner intelligence? (continued on next page)</p> <p>Mindfulness practice can help develop inner knowledge by contributing to the awareness of thoughts and emotions as well as fostering the ability to tolerate ambiguity, deal with confusion and be okay with 'not knowing.'</p> <p>Combining contemplative practice with activities from Designing Your Life (a successful course taught in Stanford's Design Lab) participants will gain practical tools to help their students access their inner compass and cultivate their ability to be more internally referential when making decisions. When we honour this different way of knowing and help students understand how it can be accessed we can begin, sooner rather than later, to help students direct their lives in the way that they want.</p>
Ruth Van Reken	3/3/2018	10:30 AM	12:00 PM	Benchasiri A (3rd floor)	The Road Home	<p>In an incredibly poignant, powerful, award winning film (and one of ten finalists for Oscar short film in 2012) Adult TCK director, Rahul Gandotra, tells the story of Pico--an Indian child raised in England and now sent to boarding school in India. In this film's short twenty minutes, Pico's story raises an amazing array of topics critical to any international school counselor such as bullying, hidden diversity, reentry, and identity. After watching the film, we will discuss not only the TCK/CCK issues raised, but how might school counselors have intervened or better assisted Pico and the other students through this time? Finally, we will consider ways this film could potentially be used in our work with staff, students, and parents as one way to generate conversation and understanding for their stories too.</p>
	3/3/2018	12:00 PM	1:00 PM	The District Restaurant and Benchasiri 3	Lunch by Divisions	<p>All Participants are invited to enjoy a buffet lunch. A variety of food options are available. Relax, enjoy the food and the company of your counseling colleges from around the world. Today we will sit by division. Have fun with the continued conversations.</p>
Rhonda Wiliams, Julaine Field, Cindy Zomchek	3/3/2018	1:00 PM	1:55 PM	Ballroom B (3rd floor)	Teaching Wellness Through Group Interventions	<p>Groups can be one of the most time efficient and emotionally productive ways for helping students develop wellness and social/emotional skills. This interactive session will introduce several group activities which can be replicated in the school setting programs. A review of group processing skills will be included following each of the initiatives. These unique activities will help students develop communication skills, critical thinking and methods for emotional management and wellness mindsets.</p>
Laura MacDonald	3/3/2018	1:00 PM	1:55 PM	Benchasiri 1 (4th floor)	A Grass Roots Wellness-Boosting Program Any School Can Adopt	<p>Want to start a self-sustaining program at your school that will instantly increase staff wellness through social connections, learning new things, and having fun? This session will walk you through a step-by-step plan on how to start a 'Teachers Teaching Teachers' (TTT) program at your school, in only a few short hours. Find out how to tap into the hidden talents of your staff, and then set up a schedule where these staff members offer weekly meetings to share their talents and passions. Staff at your school will have opportunities to learn instruments, create art, join a book club, get fit, learn a new sport, learn to cook, explore local hikes or restaurants, and feel connected in their community. This will be an interactive workshop where you learn how to set up this program, trouble shoot with other session members, experience a session of one TTT (mindfulness) to give you an idea of how the sessions could run. You will receive templates and email templates, and a slide show you can present at your staff meetings to roll out the program. This session would use Adaptive School protocols to ensure that all participants are engaged in the session.</p>

Esther Hockey	3/3/2018	1:00 PM	1:55 PM	The Sethi Studio (3rd floor)	Bloom Where You are Re-planted: Using Creative Tools in Counseling to Help Students Survive Transition and Thrive in School	<p>What if talk therapy is not engaging your students? If so, what other strategies can be employed to support students and families in transition? In the international school environment, some students face difficulties in adapting to their new school, home and culture. The challenges of transition are well known: grief and loss, identity confusion, family conflict, and the challenges of making new friends. Traditional talk therapy has its place but in more severe cases, students may benefit from alternative approaches.</p> <p>This workshop will provide counselors with resources, examples, and case studies of using creative strategies in counseling. We will explore how creative therapeutic tools such as puppets, art, music, and therapy cards can be used to enable to students to begin processing emotions, identifying issues, and develop coping strategies to enable them to not only survive, but ultimately thrive.</p> <p>Overview of the Workshop: * Examples of care plans for students facing acute difficulties in transitioning. * Case studies covering chronic school refusal, severe academic underperformance, and long-term anxiety and depression. * Counseling native English speakers in a majority non-English speaking environment. * Hands-on activities that counselors can use with individuals and groups. * Resources to help students transition into and out of a school.</p>
Kevin Hawkins and Amy Burke	3/3/2018	1:00 PM	1:55 PM	Benchasiri A (3rd floor)	Working with Senses	In this Wellness Session we will introduce a variety of sensory class activities that can help our students to ground themselves during a busy school day. By engaging the senses, students can reconnect with the body, calm the mind and increase readiness for learning.
Heather Devore	3/3/2018	1:00 PM	1:55 PM	Benchasiri 2 (4th floor)	Guiding Teachers in Self-Compassion Work	Many School Counselors are engaged in building and supporting Wellness programs at our schools. This can fall under our work with students or can include work with faculty and staff as well. This workshop is designed to help Counselors learn about and build tools for teaching Self Compassion practices to teachers, however these practices can be adopted for students as well. Based in the work of Dr. Kristen Neff, this workshop will help counselors examine the roots of compassion for self and others and apply it as a remedy for exhaustion and burnout. Research shows that the most committed and conscientious people are the most vulnerable to burnout. In this workshop, we'll explore using dialogue, journaling, mindfulness practice and supportive community to enhance our capacity for self-compassion and to bring more balance and well-being into our lives.
	3/3/2018	2:05 PM	3:00 PM	Various (see boards)	Counselor Camp	Taken from the popular EdCamp concept we are going to have our own "unconference" hour. Topics and sessions will be generated by conference participants. The first 5 minutes of the hour, participants are invited to write down a topic on which they would want to lead a discussion; this discussion facilitator will post it on a board and shortly after, all participants will choose the topic that interests them for the rest of the hour.
	3/3/2018	3:00 PM	3:20 PM		Break	Participants can pick up the conference certificate before heading into the last two session of the day. Don't forget to grab a snack too!
Dakota King-White	3/3/2018	3:30 PM	4:30 PM	The Sethi Studio (3rd floor)	10 Strategies of Trauma-Informed Schools to Support All Students	School-age children are facing many mental health barriers that impact their wellbeing. Children exposed to traumatic events can face many challenges in the academic setting. Research has shown when children are exposed to traumatic events that they can be impacted academically, socially, and emotionally. These challenges include but are not limited to anxiety, depression, and difficulty focusing. While there has been research done pertaining to the impact of trauma on school-age children more resources and evidence-based strategies must be utilized amongst professionals to help address the mental health needs that come along with children who have been exposed to traumatic events. Trauma impacts many children and the research has shown when evidence-based strategies are used, they have a better chance of succeeding in school and within their communities. This interactive session will provide participants time to utilize ten evidence-based strategies of trauma-informed practices that can be used in schools. When participants complete the session they will be able to identify the impact of trauma on children; be equipped with information on behaviors and other symptoms related to post traumatic events children may experience after traumatic events; and will have ten evidence-based strategies to use when working with children in a school setting who have been exposed to traumatic events. The primary goals of the session are to explore the impact of trauma on school-age children and to allow participants time to utilize the ten evidence-based strategies that have been used in schools to support children who have been exposed to traumatic events. The breakdown of the session will include five minutes of the introduction to the problem about the impact of trauma on children; five minutes of discussion pertaining to the ways trauma may present in school settings; forty minutes exploring and practicing using ten evidence-based strategies used in schools to support children who have experienced trauma; and five minutes for questions and answers.
Shellie Gazdik	3/3/2018	3:30 PM	4:30 PM	Benchasiri 2 (4th floor)	Building an Effective Guidance Process for Internationally Mobile Students	The challenges faced by students and counselors in international schools when exploring post secondary options are quite unique, and in this session we will explore some of the processes and tools that can be effectively used by school communities to help students find the best colleges and universities for them.
Steve Aytling	3/3/2018	3:30 PM	4:30 PM	Benchasiri 1 (4th floor)	Establishing A Student Council/ Student Ambassador Program	During the session, you will learn how to begin the process of setting up a student council/ student ambassador program at your school...the model can be utilized at schools of differing sizes and across divisions. We will discuss ways to gain teacher and admin buy in, how to link with your parent association and how to essentially create an opportunity for all of your students to gain a genuine voice within your school community. When run effectively, a student council and a team of student ambassadors can promote well-being within in schools, assist in student behaviour expectations, contribute to transition programs, build school spirit and community and so on. We look forward to assisting you in your vision for your school.

Tim Woo	3/3/2018	3:30 PM	4:30 PM	Ballroom B (3rd floor)	The Let's Talk Initiative - Engagement and Visibility	Through this session counselors will not only learn how Let's Talk was rolled out at ISF, but also create their own plans to instigate student engagement at their institutions. Break out sessions will give counselors the opportunity to brainstorm and develop culturally appropriate opportunities or programs with peers, and ensure that upon leaving this session, everyone has the tools necessary to initiate meaningful relationships with the student population their respective schools. "Break Out" discussions: student needs, school culture: strengths and barriers, human "resources", community support, budget, strategic timing, developmental assets to offer, etc. (If do this on some app or tech, like Padlet or Google Doc, counselors can keep the ideas generated and have a "takeaway" of sorts.)
Ruth Van Reken	3/3/2018	3:30 PM	4:30 PM	Benchasiri A (3rd floor)	Using Our Story to Make a Difference in this World	Sometimes we take our work so for granted we forget htat those who work in international schools are part of an incredible discovery process of how the many cultural shifts and mobility of globalization impact families raising children in this 'new normal.' We are also part of a community desiring to help these children develop to their fullest potential within this context. Yet, all over the world, what used to be 'international' has now become 'local.' Too often, however, local educators or counselors in those situations without language or concepts to sort through what is happening. Educators who have traditionally taught within their own cultural context are often perplexed when classrooms in their local communities are now filled with new diversity. Counselors who have not worked internationally may be unaware of the hidden diversity and unseen life experiences shaping a particular student's behavior. After a conference like this, how do we take what we have learned not only to each of our schools, but to generate a growing conversation with others in our profession? This will be a session to collectively reflect not only on where we have been, but now where we need to still go.
ISCA	3/3/2018	4:30 PM	4:50 PM	Benchasiri A (3rd floor)	Closing Session	Closing remarks and reminders. Collection of certificates! Hope everyone has safe travels home!